Contributors to this Issue

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Naomi Kurata (Ph.D. in Applied Linguistics, Monash) is a lecturer in the Japanese Studies Program at Monash University in Australia. She is the author of “Foreign Language Learning and Use: Interaction in Informal Social Networks” (London: Continuum, 2011). Her research interest
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Hiromi Nishioka is a Ph.D. candidate at Macquarie University. She has a longstanding interest in linguistics, having completed a Ph.D. course in Japanese Language at Pusan National University, and obtained an M.A. in Applied Japanese Linguistics at Monash University and an M.A. in Applied Linguistics at Macquarie University. Because of her experience learning languages and linguistics using online platforms, she has developed a strong interest in learning and teaching language using technology. Her current research interests include language learning through digital storytelling projects and the use of Web 2.0 technologies for language learning beyond the classroom.

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Jyh Wee Sew teaches Basic and Intermediate Malay at CLS, NUS, since 2007. He is an editor of the Electronic Journal of Foreign Language Teaching (e-FLT), and has received the Hadiah Karya Kencana award from Dewan Bahasa & Pustaka (Kuala Lumpur, 2011) and the Outstanding Contribution Award from Singapore Ministry of Education (2004). His publications include “Aspects of cultural intelligence in idiomatic Asian cultural scripts” (WORD, 61, 2015), “Assessing Malay proficiency at tertiary level: Criteria features in learner language” (Kajian Malaysia, 33, 2015), and “Reduplicating Nouns and Verbs in Malay” (University of Malaya Press, 2007).

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Handoyo Puji Widodo has published extensively in refereed journals and edited volumes. He has presented workshops and given plenary talks at international ELT conferences in the areas of language teaching methodology as well as language curriculum and materials development. He is also a reviewer for peer-reviewed international journals (e.g. Asian ESP Journal, TESOL Journal, TESL-EJ). Widodo’s areas of specialization include language teaching methodology, language curriculum and materials development, systemic functional linguistics (SFL) in language education, and teacher professional development. His work has been grounded in socio-semiotic, socio-cognitive, sociocultural, and critical theories.

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